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ABSTRACT

This report tracks the school-completion progress of New York City students who entered ninth grade in fall 1990 and were scheduled to graduate on time in June 1994. The report indicates the percentages of students (including those in special education) who graduated, dropped out, and remained in school for summer school or a fifth year in fall 1994. After correction for transfers in and out of the system, the class of 1994 contained 63,130 students. The dropout rate (without transfers) was 18.7 percent, and the total graduation rate (through June) was 44.3 percent, with 37 percent still enrolled at the end of the 1993-94 school year. A little over 14 percent were of limited English proficiency. Almost one-third of the class was Hispanic American, and just over 10 percent was Asian/Pacific Islanders. Blacks made up just under 40 percent of students, and less than 20 percent were white. Substantially higher percentages of Asian/Pacific Islander and White students graduated within 4 years than did Black or Hispanic students. While Blacks dropped out at a rate comparable to the class as a whole, Hispanics dropped out at a higher rate. Overall, school completion findings show little change from those for the class of 1993. Seven figures and six tables present school completion figures. An appendix contains school-level analyses in table form. (SLD)

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ED 379 378

The Class of 1994
Longitudinal Report

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I. INTRODUCTION

This report tracks the progress toward school completion of students who entered the ninth grade in fall, 1990 and were scheduled to graduate on time in June, 1994. Designated as the Class of 1994, the report indicates the percentages of students who graduated, dropped out, and remained in school to attend summer school or enter a fifth year of high school in fall, 1994.

As noted above, the Class of 1994 is the focus of this report. The Class of 1994 is the ninth class to be studied for at least four years using the longitudinal study method. However, the results in this report represent the status of students in the Class of 1994 only through the end of the 1993-94 school year. Since updates and corrections to the central files are made during the fall semester, the results in this report are not directly comparable to the four-year statistics provided in previous reports. Also, this report excludes students who transfer out of the New York City public schools from the calculation of dropout and graduation rates. Statistical comparisons with the results for previous classes (excluding discharged transfers), are made in the section entitled, "What are the results across classes?" (See page 14.)

The present report focuses on the outcomes for the entire Class of 1994, as well as on the outcomes of various student groups, each of whom has specific academic needs, including students with limited English proficiency (LEP). In addition, results by school and program type, including the performance of students in Project Achieve schools, are included. Outcome data for the individual high schools are presented in the Appendix.

Definition of the Longitudinal Study Group

General education students were assigned to the Class of 1994 based on the year in which they entered grades 9 through 12. The vast majority (almost 90 percent) of the students in the Class of 1994 entered the study group as first-time ninth-graders during the 1990-91 school year. The remainder of the students transferred into the New York City public school system during high school and joined the study group as tenth graders in 1991-92, as eleventh graders in 1992-93, or as twelfth graders in 1993-94. The study group includes students served in special education resource rooms. All of these students would have completed the traditional four-year high school sequence by June, 1994. Students who were discharged to other school systems with confirmation of enrollment in those school systems were deleted from the study group. The numbers of these students are reported.

Since self-contained special education classes are ungraded, students were assigned to the Special Education Class of 1994 based on their age and enrollment in special education programs. Students were included in the Special Education Class of 1994 if they were 14 years old during the 1990-91 school year and were in a self-contained special education class in a community school district school or high school or in a citywide special education program. Students were not added to the Special Education Class of 1994 after the initial year because of the ungraded nature of their classes. Results for these students are presented in a later section of this report.

DEFINITION OF OUTCOMES

The primary focus of this report is on the number and percent of students graduating on time and dropping out of the New York City public schools. Related to this focus is the determination of the status of the entire class at the time the students were expected to graduate. In order to provide these results, each student in the study group is assigned to one of five possible categories based on each student's status at the end of the 1993-94 school year:

- *Dropouts*: students who have left the school system without enrolling in another educational program that leads either to a high school diploma or prepares the student for the Test of General Educational Development leading to a general equivalency diploma (G.E.D.).

  Students are identified as dropouts during the school year if, after a period of non-attendance (generally, at least one month) and a subsequent search by the Bureau of Attendance, the student does not return to school. According to State Education Department regulations, students who turn 17 during the school year must be maintained on register until the end of the school year, at which time the student can be discharged as a dropout.

- *Graduates and Other School Completers*: students who have received either a high school diploma, G.E.D., or special education certificate by the end of the 1993-94 school year. For the first time, graduates are identified by the type of diploma received: regular high school diploma, Regents-Endorsed diploma, or Regents-Endorsed diploma with Honors.

- *Discharges, Transfers and Students Leaving the School System*: these are students who left the school system to enroll in another educational program or setting. This includes students who entered local private or parochial schools, left New York City altogether, or entered a non-Board of Education G.E.D. preparation program. Students who age-out of the school system and students who died prior to completing high school are also counted in this category. Students in this category are identified as "Discharged" to avoid confusion with high school transfers within the New York City public schools. Students may be discharged from the school system only after a request for the student's records (or other official documentation) has been received or there is a confirmed admission to the new educational setting.

  Students who are discharged from the school system no longer attend the New York City public schools. As such, it is inappropriate to hold schools responsibile and accountable for these students. Therefore, following their initial accounting, students who were discharged from the school system are not included in the final statistics for the study group.

- *Students Still Enrolled in the School System*: students who were still on register as of the end of the 1993-94 school year, including students who will graduate in August, 1994.

- *Unknown Status*: students whose admissions and/or discharges have not been recorded due to either errors or delays in data reporting or computer system entry.

II. THE CLASS OF 1994

Who are the students in the Class of 1994?

- After adding admissions to the Class in grades 10, 11, and 12 and removing students who transferred to other school systems, there were 63,130 students in the Class of 1994.

- Almost 90 percent of the 63,130 students in the Class of 1994 entered the cohort as first-time ninth-graders during the 1990-91 school year. (See Table 1.) An additional 12,684 students were in the Class of 1994 but were discharged from the school system prior to their expected graduation date.

TABLE 1

Grade and Year of Entry into the Class of 1994

Grade and Year of Entry	Admissions	Transfers (Discharges)*	Total Students in Class
9th Grade, 1990-91	67,789**	2,939	64,850
10th Grade, 1991-92	4,808	3,844	65,814
11th Grade, 1992-93	2,784	3,332	65,266
12th Grade, 1993-94	433	2,569	63,130
Total	75,814	12,864	63,130

* Number of students transferred (discharged) from the New York City public schools during the indicated school year.

** Number of students on register in grade 9 who were not held over from the previous school year.

- The Class of 1994 contains a slightly higher proportion of females than males (51.5 percent females and 48.5 percent males).

- Nearly 40 percent of the students were over age for grade when they entered high school. Research has shown that these students are at greater risk of not completing high school than those of appropriate age for grade.

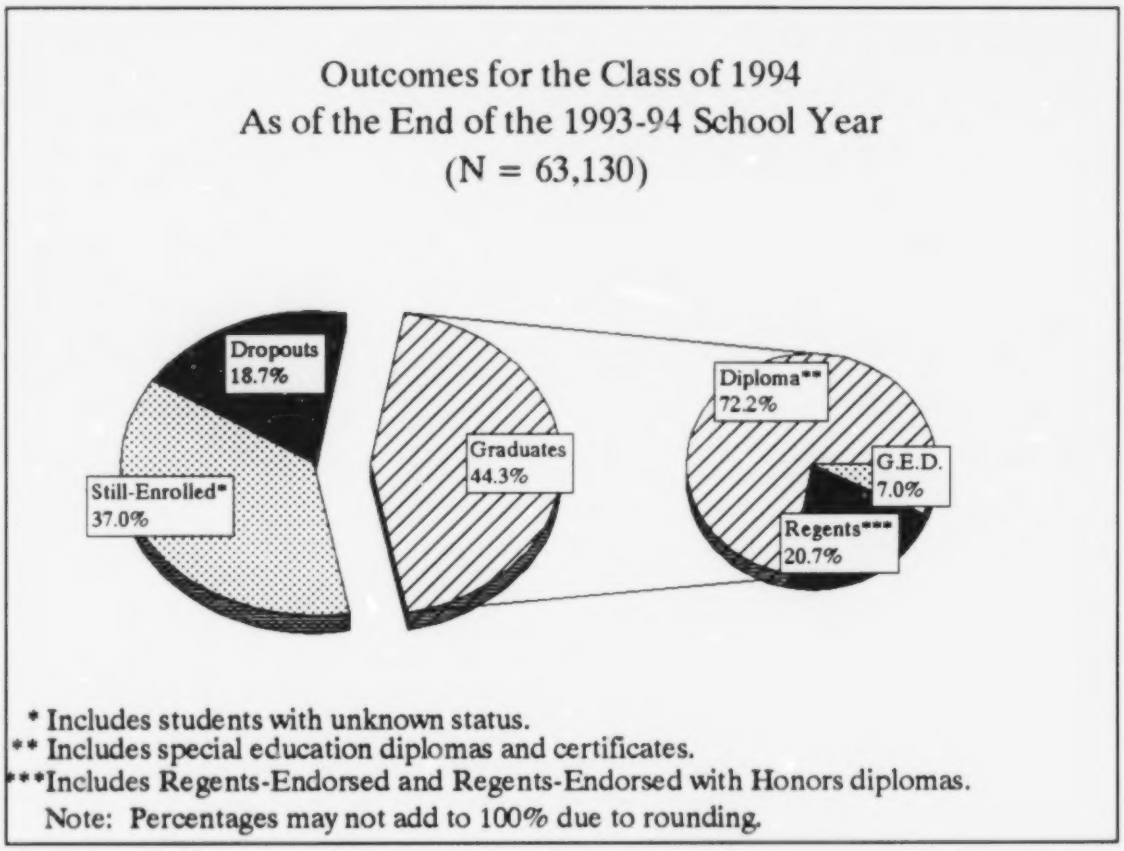
- 14.4 percent of the students in the Class of 1994 were limited English proficient (LEP). 28.5 percent of the LEP students entered the New York City public schools in the 10th, 11th, or 12th grade. Most were recent arrivals from other countries and many were over age for grade.

- 5.8 percent (3,639 students) of the Class of 1994 were in a special education resource room class at some point during the four years.

What were the school completion outcomes for the Class of 1994?

Figure 1 shows the outcomes for students in the Class of 1994, as of the end of the 1993-94 school year. The overall results for the Class of 1994 indicate the following:

Figure 1



- the dropout rate was 18.7 percent. However, because discharged students are **not** included in this percentage, it is not comparable to any similar statistics reported previously.

- the total graduation rate for the Class of 1994 is 44.3 percent (which does **not** include August, 1994 graduates).

- a total of 37.0 percent of the Class of 1994 was still enrolled in school as of the end of the 1993-94 school year. Based on previous studies, between 10 and 15 percent of these students will complete their graduation requirements during the summer of 1994.

Table 2 presents the status of the Class of 1994, for each of the four years of the study. The percent of students in the Class of 1994 receiving a G.E.D. was 3.1 percent and the percent of students receiving diplomas (including Regents-endorsed and Regents-endorsed with Honors) was 41.2 percent.

Table 2

Class of 1994 Status by Year

	Year					
Status	1990-91	1991-92	1992-93	1993-94	*Four-Year Total*	
Dropouts	400	1,599	3,514	6,278	11,791	18.7
• G.E.D Recipients	9	77	705	1,180	1,971	3.1
• Graduates and Others	15	78	839	25,082*	26,014	41.2
Total Graduates and G.E.D. Recipients	24	155	1,544	26,262	27,985	44.3
Students Still Enrolled, as of June 30, 1994	---	---	---	23,237	23,237	36.8
Students With Unknown Status	---	---	---	117	117	0.2
Total	424	1,754	5,058	55,894	63,130	100.0
Transfers Out, Other Discharges (for accounting purposes, only)	2,939	3,844	3,332	2,569	12,684	

* Of these students, 19,187 students (76.5 percent) received a regular high school diploma, 4,513 students (18.0 percent) received a Regents-endorsed diploma, and 1,288 students (5.1 percent) received a Regents-endorsed diploma with honors. The remaining 94 students (0.4 percent) received special education diplomas or certificates.

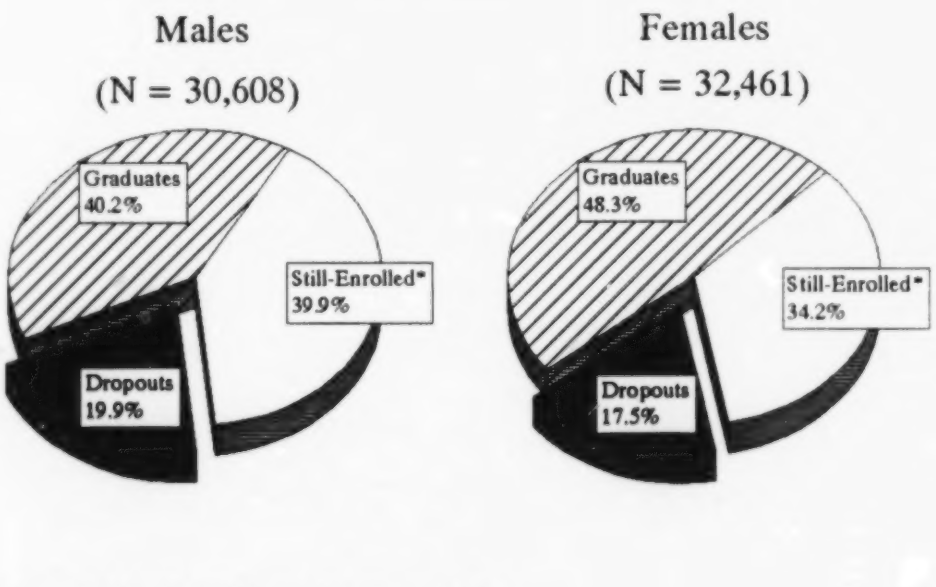
For the first time, data are available on the number and percent of students in a cohort class by the type of high school diploma received. As the results in Table 2 indicate, for the over 25,000 students who received a diploma during the 1993-94 school year, over three-fourths received a regular high school diploma. Almost 20 percent of these students received a Regents-endorsed diploma, and five percent received a Regents-endorsed diploma with honors. (See Figure 1.) The 94 students who received special education diplomas or certificates were **originally** general education students. Subsequent to their identification as members of the Class of 1994, these students were placed in special education classes; hence, their special education diplomas and/or certificates.

Outcomes by Various Student Groups in the Class of 1994

What are the outcomes for the Class of 1994 by gender?

As noted above, the Class of 1994 is evenly divided by gender. However, an analysis of the student outcomes for the Class of 1994, by gender (after the discharged students have been removed), showed differences in the results. As seen in Figure 2, a substantially greater

Figure 2



* Includes students with unknown status.

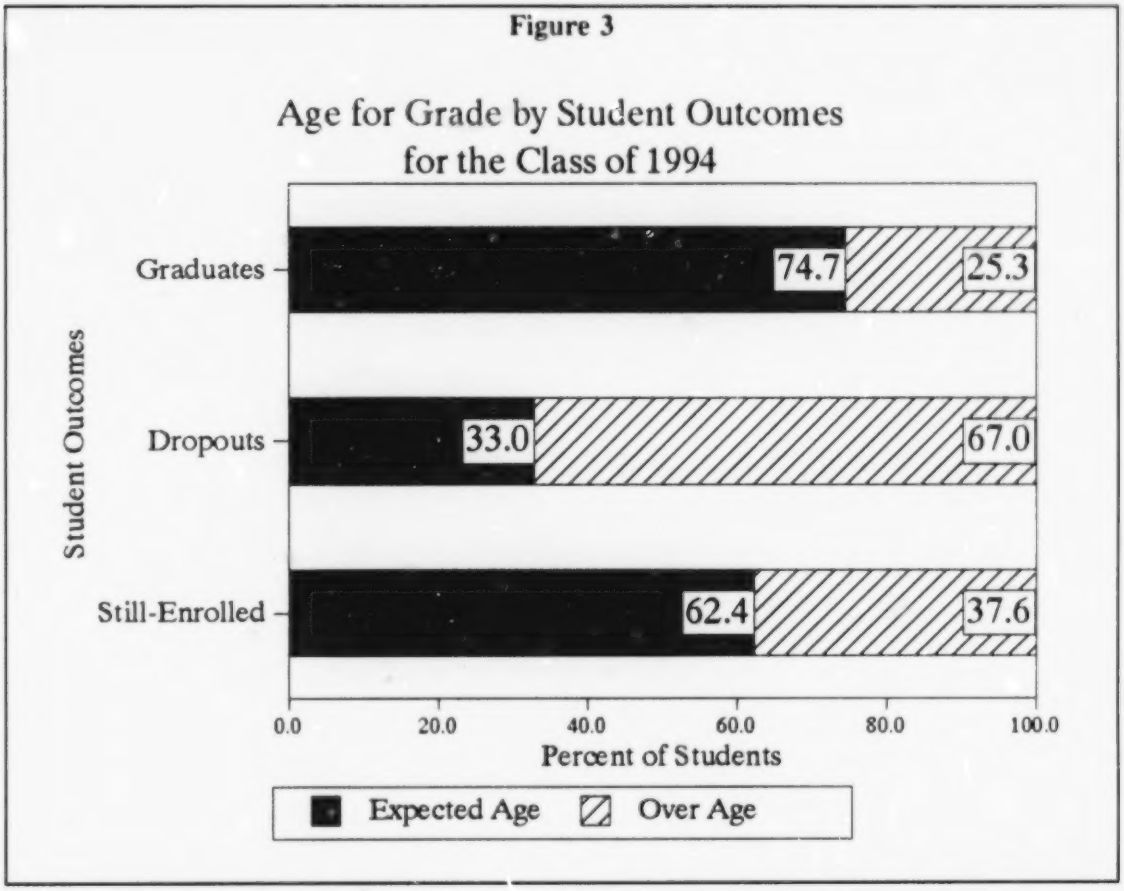
Note: Data do **not** include students who were discharged from the school system.

percentage of females than males graduated on time by the end of the 1993-94 school year. Further, the percentage of males dropping out was more than two percentage points higher than that of females. Also, a substantially higher percentage of males were enrolled in school after four years of high school.

What are the outcomes for the Class of 1994 by age for grade?

Although high school is traditionally a four-year course of study, which students are expected to complete by the time they are 18 years old, many students enter the cohort in grade 9 already over age for grade. This may be due to previous retentions or because the students were over age when they entered the New York City public schools. Figure 3

Figure 3



indicates the percentage of students who were either over age or the expected age, by student outcome. As the results show, almost three-fourths of the students who graduated on time, at the end of the 1993-94 school year, were the expected age for grade when they entered grade 9, compared to only one-third of the students who became dropouts.

What are the outcomes for the Class of 1994 by student ethnic/racial background?

Student outcomes were next analyzed by the student's ethnic/racial background. As Table 3 indicates, almost one-third of the students in the Class of 1994 were Hispanic. Slightly

Table 3

Ethnic/Racial Background of the Class of 1994, by Status, as of the End of the 1993-94 School Year

Ethnic/Racial Background	Status, as of June, 1994			Total	
	Still-Enrolled*	Graduate	Dropout	N	%
Am. Ind./Alask. Native	0.3	0.3	0.3	189	0.3
Asian/Pacific Islander	8.0	16.0	5.6	7,019	11.1
Hispanic	36.6	24.5	44.1	20,593	32.6
Black(Non-Hispanic)	43.0	32.5	37.7	23,563	37.3
White (Non-Hispanic)	12.1	26.8	12.3	11,766	18.6
Total	100.0%	100.0%	100.0%	63,130	100.0%

* Includes students with Unknown status.

Note 1: Percentages may not add to 100% due to rounding.

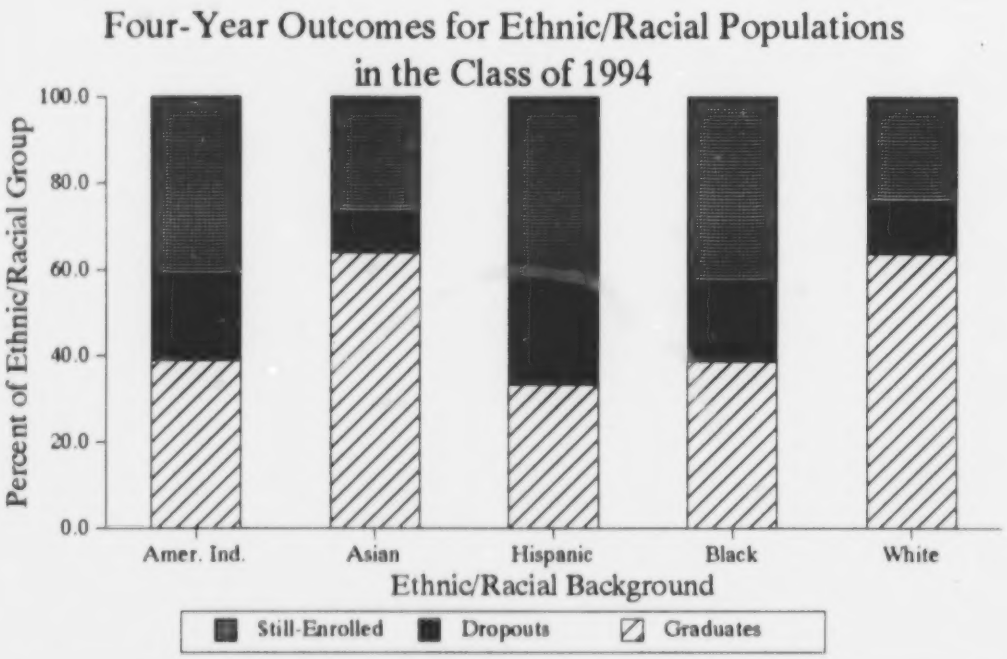
Note 2: Data do **not** include students who were discharged from the school system.

more than 10 percent of the students in the Class were Asian/Pacific Islanders. Just under 40 percent of the students in the Class were Black, and less than 20 percent of the students in the Class were white. A very small percentage of the students were of American Indian/Alaskan Native background. As the results in Table 3 indicate, Hispanic students account for a higher percentage of the dropouts (44.1 percent) than their representation in the total population (32.6 percent). Conversely, Hispanic students are under-represented among the graduates, in relation to their representation in the total population.

School completion outcomes by ethnic/racial background were analyzed in another way. Figure 4 shows the percent of each ethnic/racial group achieving each outcome. The results indicate that substantially higher percentages of Asian/Pacific Islander and white students graduate within four years than do Black or Hispanic students.

A large percentage of Black and Hispanic students drop out of school. However, Black students drop out at a rate comparable to that of the Class of 1994 as a whole; Hispanic students dropout at a rate higher than that for the Class as a whole.

Figure 4



Graduates	38.7	64.0	33.2	38.6	63.6
Dropouts	20.3	9.4	25.2	18.9	12.3
Still-Enrolled	41.0	26.6	41.5	42.6	24.0

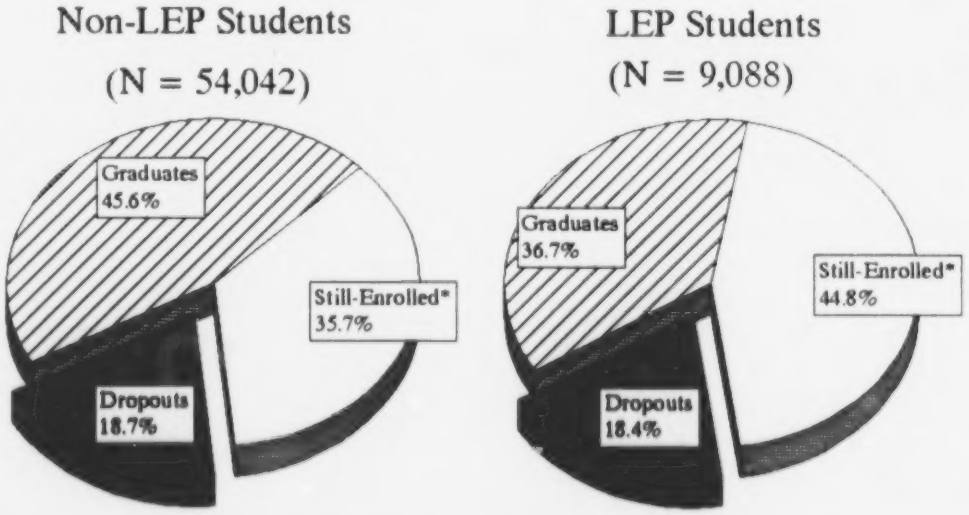
What are the outcomes for students in the Class of 1994 who are limited English proficient?

- A total of 14.4 percent (9,088) of students in the Class of 1994 were LEP, **excluding** those students who were discharged from the school system.

- Figure 5 compares the outcomes for LEP and non-LEP students. As the results indicate, although LEP students have a substantially lower graduation rate than and about the same dropout rate as non-LEP students, a substantially greater proportion of LEP students remain enrolled in school. This finding indicates that although it takes the LEP students longer to complete their education, they are remaining in school.

Figure 5

Four-Year Outcomes for the Class of 1994 by LEP Status



* Includes students with unknown status.

Note: Data do **not** include students who were discharged from the school system.

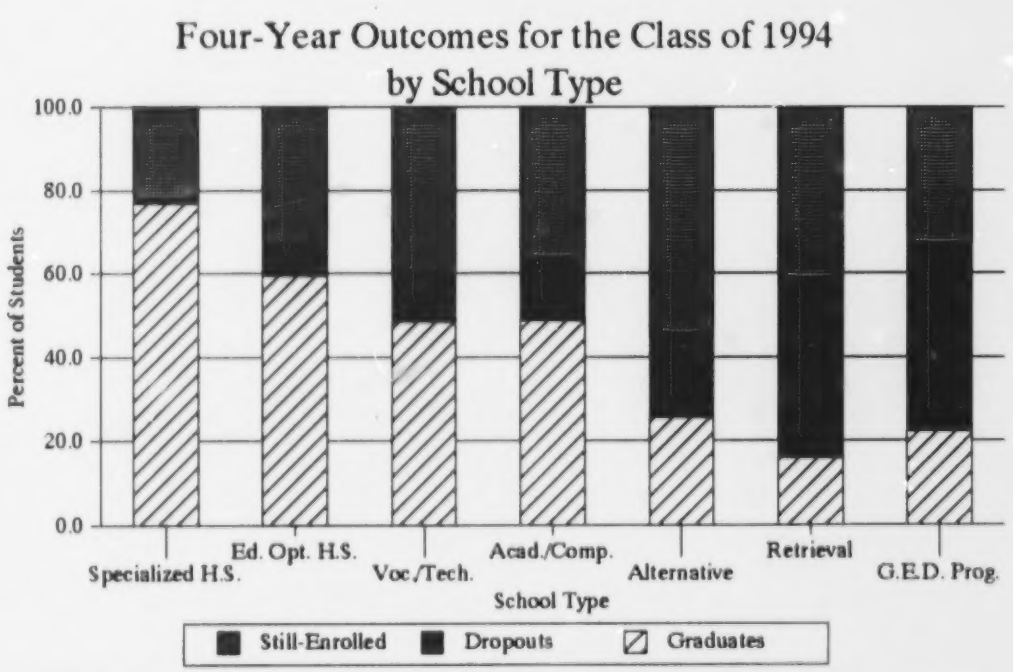
What are the outcomes for students in the Class of 1994 by the type of school they attend?

As noted in previous reports, there are numerous types of schools with wide variations in program offerings. However, the high schools which students attend can be disaggregated into seven basic types. The first type is Alternative High Schools, smaller settings which emphasize academic and personal support. Second are the Total Educational Options High Schools, in which students are admitted based on their previous year's academic performance. In these schools, half the students are selected by the school and the other half are randomly chosen by computer so that the entering class represents a range of student academic achievement. Third are the Specialized High Schools, the three science high schools and LaGuardia High School, all of which require students to pass special entrance examinations. Fourth are the Vocational/Technical High schools which offer programs that prepare students for jobs in a vocational or technical area, or for college. Fifth are the zoned Academic/Comprehensive High Schools, many of which have special programs with various

admission requirements, but which are required to accept all students who wish to attend and who live in the school's zone. Sixth are the Alternative High School Retrieval Programs , which are smaller settings designed for students with special problems, many of which place them at risk for dropping out, such as teenage pregnancy, substance abuse, or criminal activity. These programs provide individualized academic and personal assistance to their students so they can return to their high school or to prepare these students for the G.E.D. Finally, there are the In-School G.E.D. Programs, which are designed for students who are not succeeding in the regular academic program in the high school, but who wish to prepare for the G.E.D.

As the results in Figure 6 indicate, there is a wide variation in the four-year outcomes for students by school type, **excluding** those students who were discharged from the school sytem. As expected, students in the specialized high schools have the highest on-time graduation rate (76.9 percent) and the lowest dropout rate (1.5 percent). Students in the in-school G.E.D. programs had the highest dropout rate (45.3 percent), followed by students in the Alternative High School Retrieval Programs (43.3 percent). The dropout rate for the zoned academic/comprehensive high schools was 15.0 percent.

Figure 6



Graduates	76.9	59.6	48.6	48.9	25.7	15.9	22.3
Dropouts	1.5	8.2	12.4	15.0	20.0	43.3	45.3
Still-Enrolle	21.6	32.2	39.1	36.1	54.3	40.9	32.3

Overall, the results show a great disparity of student outcomes among the various school types. Further, the results indicated that the more selective the high school type, the higher the graduation rate and the lower the dropout and still-enrolled rates.

What are the outcomes for students in the Class of 1994 who are in special education resource room classes?

A total of 3,639 students (5.8 percent) in the Class of 1994 were in a resource room class at some time during the four years of the study. Virtually all of the students who were in resource room classes were students who entered the cohort as ninth-graders during the 1990-91 school year. Over 60 percent of the resource room students were male and almost two-thirds were at least one year overage for grade when they entered ninth grade. While approximately one-third of the resource room students were in those classes for only one year, slightly more 40 percent were in a resource room class for three or four years, essentially their entire high school career.

The results for students in resource room classes are found in Table 4. As the results indicate the dropout rate for these students is substantially higher than for the population as a whole (26.0 percent compared to 18.7 percent, respectively). Further, the graduation rate for resource room students is substantially lower (23.9 percent compared to 44.3 percent, respectively). However, half of the resource room students are still enrolled in high school, indicating that although they are taking longer to complete their education, they are remaining in school.

Table 4

Class of 1994
Outcomes for Students in Resource Room Programs
at the End of the 1993-94 School Year

Outcomes	Number of Years				Total Number of Students	Percent of Total
	1	2	3	4		
Dropouts	381	334	171	59	945	26.0
Graduates and Other School Completers	209	199	161	300	869	23.9
Students Still Enrolled*	433	442	370	580	1,825	50.1
Total	1,023	975	702	939	3,639	100.0

* Includes Students with Unknown Status

Note: An additional 566 students in resource room programs were discharged from the school system during the four years of the study.

What are the outcomes for students in Project Achieve schools?

A comparison was made examining the four-year longitudinal results for the Classes of 1990 through 1994 for the Project Achieve schools. Since the results for the Class of 1994 are not directly comparable to the four-year results reported in previous longitudinal studies, results for previous classes have been recalculated, **excluding** students who were discharged from the school system. These results, found in Table 5, indicate that there has been a steady decline

Table 5

Four-Year Outcomes for Students in Project Achieve Schools, by Class

Class of:	*Dropouts*	*Graduates*	*Still-Enrolled*[*]	*Total N*
1990	28.3%	33.9%	37.9%	18,512
1991	24.6	37.1	38.3	15,452
1992	21.9	36.8	41.3	14,596
1993	20.6	36.1	43.3	14,495
1994	20.5	36.4	43.1	15,316

[*]Includes students of Unknown Status.
Note: Students who were discharged from the school system are **not** included in the above results.

in the four-year dropout rate in these schools over the last five classes.

The Class of 1994 is the first in which Project Achieve has been implemented in the high schools for all four years. The results indicate that there is a continued decrease in the dropout rate and a small increase in the graduation rate. The percentage of students still enrolled remains at over 40 percent of the students in Project Achieve schools. The continued, albeit small, decrease in the dropout rate is a preliminary indication that initial program effects observed previously appear to be continuing.

What are the results across classes?

Table 6 shows the four year results for the past five classes with data for 1990 through 1993 recalculated for valid comparisons with the Class of 1994.. As the results indicate, the dropout rate has declined by four points since the Class of 1990. Conversely, the percentage of students still enrolled has increased by four percentage points. The on-time graduation rate peaked in 1991 at 46.4 percent, and has since declined to 44.3 percent, the same rate as the Class of 1990.

Table 6

Comparison of Four-Year Outcomes for
the Classes of 1990, 1991, 1992, 1993, and 1994

Class of:	*Dropouts*	*Graduates*	*Still-Enrolled**	*Total N*
1990	22.7%	44.3%	33.0%	68,853
1991	20.5	46.4	33.2	59,202
1992	19.1	45.7	35.2	60,144
1993	18.5	44.4	37.2	61,347
1994	18.7	44.3	37.0	63,130

*Includes students of Unknown Status.
Note: Students who were discharged from the school system are **not** included in the above results.

Of additional note, is the total enrollment of the five classes. Following the large drop in the number of students from the Class of 1990 to the Class of 1991 (approximately 9,000 students), the size of the classes has increased steadily over the past four years. The Class of 1994 contains 4,000 more students than the Class of 1991. This increase is consistent with the overall increase in enrollment in the New York City public schools during the same period.

What are the outcomes for the Special Education Class of 1994?

Students in the Special Education Class of 1994 were 14 years old during the 1990-91 school year and were in a citywide special education school or self-contained class in a junior high or high school during that school year. Due to the different nature of their programs, results for the Special Education Class of 1994 are reported separately for students in Citywide Programs and high school self-contained classes. For the Citywide Programs, a total of 2,584 students were identified as members of the Class. Of these students, 741 were discharged to other school systems. For the high school self-contained classes, a total of 5,624 students were identified, of whom 762 were discharged to other school systems.

The results for the Special Education Class of 1994, found in Figure 7, indicate the following:

- the dropout rate for high school students was 19.3 percent, compared to 13.7 percent for students in citywide programs. Since discharged students are **not** included in this percentage, it is not comparable to any similar statistics reported previously.

Figure 7

Four-Year Outcomes for the Special Education Class of 1994
for Citywide Programs and High School Self-Contained Classes

Citywide Programs
(N = 1,843)

High School
Self-Contained Classes
(N = 4,862)

Note: Data do **not** include students who were discharged from the school system.

- the four-year graduation rate for high school students was 6.3 percent.

- almost three-fourths of the high school students (74.4 percent) and 84.9 percent of the students in citywide programs were identified as still enrolled in school as of June 30, 1994.

That such large percentages of special education students are stil enrolled in school is not surprising. As has been noted in previous reports, many special education students are in programs designed to provide services until students are 21 year old. At that time many of these students are expected to participate in adult programs for former special education students.

Conclusions and Recommendations

Overall, the school completion findings for the Class of 1994 show little change from those for the Class of 1993. Moreover, although the four-year dropout rate has declined over the past five classes, from 22.7 percent for the Class of 1990 to 18.7 percent for the Class of 1994, the on-time graduation rate has remained at 44.3 percent. The decline in dropout rate has been associated with an increase in the holding power of our high schools. The percentage of students remaining in high school beyond four years increased from 33 percent for the Class of 1990 to 37 percent for the Class of 1994.

There is evidence that the increase in high school holding power is partly attributable to dropout prevention initiatives, such as Project Achieve. Since 1990, the dropout rate of Project Achieve schools has declined by 7.8 percentage points, while the graduation rate has increased by 2.5 percentage points and the percent of students attending high school for more than four years has increased by 5.2 percentage points.

At the same time, the high schools are serving more students who, as indicated by research, require extra time to complete their studies. In recent years the percentage of limited English proficient (LEP) students in the New York City public schools has been increasing steadily. Approximately one in seven students in the Class of 1994 was LEP and many of these students were recent arrivals to this country with weak educational backgrounds. Only 36.7 percent of the LEP students in the Class of 1994 graduated on time, with 44.8 percent continuing in school beyond June 1994. These statistics compare to an on-time graduation rate of 45.6 percent and a still-enrolled rate of 35.7 percent for non-LEP students. The good news is that these students are staying in school and making progress toward graduation. However, the extra educational and support services that they require strains an already overburdened school system.

Further, the findings of this and other studies point to the importance of taking a systemic approach toward the improvement of school completion rates. The results indicate that students who are at risk when they enter high school are far less likely to graduate, and conversely more likely to drop out, than those who arrive better prepared for high school academics. Students who have poor reading and mathematics skills, low middle-school attendance rates, and are over age for grade are at risk of school failure. Efforts to increase school completion rates must focus on strengthening students' preparation for high school, as well as focusing on improving high school programs.

The following recommendations are based on the findings of this study:

- Continue and strengthen high school prevention programs that have proven effective, including Project Achieve.

- Continue the implementation of initiatives to systemically improve teaching and learning at all school levels, including Curriculum Frameworks, Benchmark Standards, and the Middle Schools Initiative.

- Strengthen programs that facilitate the transition of new arrivals to our school system.

- Continue efforts to implement the recommendations of the Latino Commission to improve the school completion outcomes of Latino students.

- Develop new reporting formats to provide school staff with useful data concerning the educational progress and success of students in their schools. These reports should disaggregate outcome data to help to determine which groups of students are and are not succeeding in each school.

- Develop a periodic (perhaps monthly) system of tracking the progress of each school on student indicators that correlate with school completion and success.

- Continue to focus on initiatives, such as the Chancellor's Math and Science Initiative, that will boost the percentage of students who obtain Regents Diplomas by encouraging the teaching and learning of higher level curricula.

APPENDIX

SCHOOL-LEVEL ANALYSES FOR THE CLASS OF 1994

Appendix Table 1
Outcomes for the Class of 1994, by School and Superintendency
(Numbers of Students)

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*	*Discharges*
Art & Design	123	227	5	355	56
A. Philip Randolph	45	132	5	182	22
Chelsea	62	117	36	215	34
Fashion Industries	156	185	62	403	69
F. H. LaGuardia	196	376	21	593	104
George Washington	320	185	162	667	207
Graphic & Communication Arts	99	90	62	251	62
R. Green H.S. of Teaching	54	54	8	116	27
Humanities	201	336	71	608	98
Julia Richman	184	129	157	470	101
Louis D. Brandeis	275	146	143	564	129
Mabel Dean Bacon	18	104	13	135	17
Manhattan Comprehensive Night School	51	27	58	136	4
Martin Luther King, Jr.	217	260	68	545	97
Math & Science	71	184	19	274	47
Murry Bergtraum	160	277	53	490	57
Norman Thomas	307	247	98	652	94
Park West	211	136	135	482	133
Seward Park	330	221	135	686	135
Stuyvesant	55	598	6	659	38
Washington Irving	189	159	78	426	88
Manhattan	3,324	4,190	1,395	8,909	1,619

* Does **not** include August, 1994 graduates.
Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*	*Discharges*
Adlai E. Stevenson	330	282	144	756	168
Alfred E. Smith	95	64	20	179	53
Bronx H.S. of Science	59	532	3	594	73
Christopher Columbus	211	258	164	633	120
DeWitt Clinton	271	254	83	608	147
Evander Childs	278	222	151	651	229
Grace Dodge	60	103	45	208	40
Harry S. Truman	239	270	52	561	122
Herbert Lehman	187	275	86	548	102
James Monroe	191	136	88	415	166
Jane Addams	73	124	44	241	51
John F. Kennedy	377	319	114	810	204
Morris	98	77	63	238	177
Samuel Gompers	64	63	14	141	47
South Bronx	76	67	54	197	62
Theodore Roosevelt	293	152	105	550	215
Walton	236	167	130	533	110
William H. Taft	280	193	192	665	182
Bronx	3,418	3,558	1,552	8,528	2,268

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*	*Discharges*
Bushwick	186	110	97	393	125
Canarsie	187	301	51	539	119
Clara Barton	135	358	30	523	62
East New York	62	141	22	225	37
Edward R. Murrow	149	556	20	725	91
Erasmus Hall	257	215	84	556	114
Franklin D. Roosevelt	210	459	98	767	202
George W. Wingate	209	196	80	485	95
James Madison	204	330	43	577	127
John Dewey	234	344	29	607	59
Midwood	125	461	21	607	72
New Utrecht	201	404	119	724	144
Paul Robeson	87	130	27	244	39
Prospect Heights	216	149	99	464	80
Samuel J. Tilden	235	214	47	496	106
Sheepshead Bay	144	334	55	533	119
South Shore	202	421	44	667	163
Thomas Jefferson	197	114	106	417	93
William H. Maxwell	91	110	40	241	29
Brooklyn	3,331	5,347	1,112	9,790	1,876

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*	*Discharges*
Abraham Lincoln	198	251	82	531	125
Automotive	107	70	37	214	59
Boys and Girls	201	404	119	724	144
Brooklyn Technical	340	809	15	1,164	150
Curtis	102	265	51	418	96
Eastern District	265	113	150	528	145
Fort Hamilton	280	381	133	794	232
George Westinghouse	149	138	37	324	51
Harry Van Arsdale	120	110	43	273	53
H. S. of Telecommunication Arts	47	135	26	208	21
John Jay	320	196	120	636	144
Lafayette	193	246	79	518	127
New Dorp	106	224	67	397	68
Port Richmond	114	251	28	393	66
Ralph McKee	55	61	10	126	32
Sarah J. Hale	172	92	71	335	90
Staten Island Technical	13	154	0	167	5
Susan Wagner	101	359	32	492	69
Tottenville	138	587	62	787	112
William E. Grady	97	101	16	214	31
BASIS	3,118	4,947	1,178	9,243	1,820

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*	*Discharges*
Andrew Jackson	176	190	78	444	138
August Martin	85	159	23	267	64
Aviation	182	134	22	338	51
Bayside	152	342	35	529	111
Beach Channel	191	185	71	447	64
Benjamin Cardozo	132	739	31	902	129
Far Rockaway	117	162	93	372	86
Flushing	160	205	88	453	108
Forest Hills	197	559	102	858	176
Francis Lewis	198	396	76	670	135
Franklin K. Lane	285	315	208	808	160
Grover Cleveland	135	375	51	561	156
Hillcrest	262	291	90	643	99
Jamaica	167	331	45	543	135
John Adams	206	285	68	559	129
John Bowne	226	375	50	651	185
Long Island City	123	236	78	437	123
Martin Van Buren	155	363	37	555	120
Newtown	293	466	137	896	198
Queens Vocational	80	95	23	198	47
Richmond Hill	137	288	31	456	176
Springfield Gardens	230	211	35	476	94
Thomas A. Edison	125	304	32	461	56
Townsend Harris	5	232	0	237	13
William C. Bryant	267	432	55	754	237
Queens	4,286	7,670	1,559	13,515	2,990

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*	*Discharges*
Bronx Regional	68	30	17	115	9
Brooklyn College Academy	37	26	3	66	11
Central Park East	23	40	0	63	11
City-as-School	279	128	73	480	23
Concord	54	18	26	98	7
Hostos-Lincoln Academy	23	49	1	73	10
H.S. of Redirection	103	13	63	179	13
International School	42	57	5	104	32
Lower East Side Prep	87	79	48	214	58
Metropolitan Corporate Academy	24	0	8	32	2
Middle College	38	24	15	77	8
Pacific	85	4	32	121	9
Park East	56	15	32	103	15
Phoenix Academy	94	19	20	133	62
Satellite Academy	114	65	89	268	21
Street Academy	19	5	15	39	18
University Heights	77	26	5	108	21
West Side	136	20	34	190	10
Alternative High Schools	1,359	618	486	2,463	340

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*	*Discharges*
Auxiliary Services-Bronx	216	134	494	844	5
Auxiliary Services-Brooklyn	299	207	727	1,233	11
Auxiliary Services-Manhattan	271	168	615	1,054	22
Auxiliary Services-Queens	407	375	779	1,561	22
Auxiliary Services-Staten Island	87	64	110	261	2
Bedford-Stuyvesant Outreach	92	22	42	156	18
Bronx Comprehensive Night School	93	8	24	125	2
Bronx Outreach Learning Center	72	2	34	108	7
Brooklyn Comprehensive Night School	176	2	15	193	7
Bushwick Outreach	88	10	55	153	16
Career Employment Center	171	50	99	320	129
Center for Continuing Education	52	19	21	92	16
Community School for Comp. Educ.	18	4	24	46	5
GED at Bed.-Stuy. Outreach	0	0	0	0	0
GED at Brandeis	0	0	1	1	2
GED at Bronx Outreach	7	15	15	37	5
GED at Bushwick	8	1	4	13	1
GED at Bushwick Outreach	1	0	0	1	0
GED at DeWitt Clinton	13	9	24	46	4
GED at Lower Manhattan Outreach	10	1	8	19	1
GED at Monroe	8	6	11	25	0
GED at Springfield Gardens	0	0	0	0	0
GED at C. Columbus	10	10	16	36	0

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*	*Discharges*
GED at J. Dewey	5	4	10	19	0
GED at Erasmus Hall	6	14	6	26	0
GED at Evander Childs	21	7	38	66	1
GED at Fort Hamilton	6	3	10	19	5
GED at W. Irving	10	7	20	37	0
GED at Island Academy	26	4	0	30	0
GED at T. Jefferson	6	1	2	9	0
GED at John Jay	4	0	2	6	0
GED at J. Madison	3	26	20	49	0
GED at E.R. Murrow	1	5	3	9	2
GED at M.L. King	6	5	32	43	0
GED at Morris	5	2	4	11	4
GED at Park West	14	3	14	31	2
GED at Port Richmond	0	0	0	0	0
GED at Prospect Heights	0	1	5	6	1
GED at T. Roosevelt	16	11	1	28	2
GED at Sheepshead Bay	0	1	0	1	0
GED at S. Gompers	0	0	0	0	0
GED at S.J. Hale	0	0	0	0	0
GED at Queens Outreach	1	2	5	8	0
GED at A.E. Smith	7	0	6	13	0
GED at A. Stevenson	12	12	13	37	1
GED at Seward Park	32	7	55	94	2
GED at W. H. Taft	0	4	14	18	0
GED at Upper Manhattan Outreach	0	3	3	6	0

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*	*Discharges*
GED at Wingate	10	2	18	30	0
Ida B. Wells	35	6	17	58	11
Literacy Academy-Brooklyn	13	0	32	45	8
Literacy Center-Bronx	11	1	7	19	1
Lower Manhattan Outreach	44	10	22	76	10
Manhattan Borough Academy	49	0	5	54	3
Martha Neilson School	31	4	31	66	13
N.Y.C. Vocational	152	99	58	309	23
Offsite Ed. Services-Bronx	92	31	86	209	22
Offsite Ed. Services-Brooklyn	145	53	167	365	63
Offsite Ed. Services-Manhattan	159	65	214	438	47
Offsite Out-of-City (Manhattan)	50	5	40	95	39
Offsite Ed. Services (Rosewood)	9	3	0	12	5
Offsite Ed. Services-Queens	81	39	73	193	25
Offsite Ed. Services (Rikers Island)	281	14	0	295	6
Offsite Ed. Services-Staten Island	24	11	25	60	4
Project Blend	45	5	24	74	14
Project You	17	1	19	37	26
Queens Outreach	65	9	39	113	6
Queens Comprehensive Night School	73	1	19	93	5
Teen Aid H.S.	25	2	17	44	7
Project Umoja	31	6	19	56	11
Upper Manhattan Outreach	93	17	43	153	5
High School Retrieval Programs	3,815	1,613	4,356	9,784	649

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

Appendix Table 2
Percentage Outcomes for the Class of 1994, by School and Superintendency

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*
Art & Design	34.6%	63.9%	1.4%	355
A. Philip Randolph	24.7%	72.5%	2.7%	182
Chelsea	28.8%	54.4%	16.7%	215
Fashion Industries	38.7%	45.9%	15.4%	403
F. H. LaGuardia	33.1%	63.4%	3.5%	593
George Washington	48.0%	27.7%	24.3%	667
Graphic & Communication Arts	39.4%	35.9%	24.7%	251
R. Green H.S. of Teaching	46.6%	46.6%	6.9%	116
Humanities	33.1%	55.3%	11.7%	608
Julia Richman	39.1%	27.4%	33.4%	470
Louis D. Brandeis	48.8%	25.9%	25.4%	564
Mabel Dean Bacon	13.3%	77.0%	9.6%	135
Manhattan Comprehensive Night School	37.5%	19.9%	42.6%	136
Martin Luther King, Jr.	39.8%	47.7%	12.5%	545
Math & Science	25.9%	67.2%	6.9%	274
Murry Bergtraum	32.7%	56.5%	10.8%	490
Norman Thomas	47.1%	37.9%	15.0%	652
Park West	43.8%	28.2%	28.0%	482
Seward Park	48.1%	32.2%	19.7%	686
Stuyvesant	8.3%	90.7%	0.9%	659
Washington Irving	44.4%	37.3%	18.3%	426
Manhattan	37.3%	47.0%	15.7%	8,909

* Does **not** include August, 1994 graduates.
Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*
Adlai E. Stevenson	43.7%	37.3%	19.0%	756
Alfred E. Smith	53.1%	35.8%	11.2%	179
Bronx H.S. of Science	9.9%	89.6%	0.5%	594
Christopher Columbus	33.3%	40.8%	25.9%	633
DeWitt Clinton	44.6%	41.8%	13.7%	608
Evander Childs	42.7%	34.1%	23.2%	651
Grace Dodge	28.8%	49.5%	21.6%	208
Harry S. Truman	42.6%	48.1%	9.3%	561
Herbert Lehman	34.1%	50.2%	15.7%	548
James Monroe	46.0%	32.8%	21.2%	415
Jane Addams	30.3%	51.5%	18.3%	241
John F. Kennedy	46.5%	39.4%	14.1%	810
Morris	41.2%	32.4%	26.5%	238
Samuel Gompers	45.4%	44.7%	9.9%	141
South Bronx	38.6%	34.0%	27.4%	197
Theodore Roosevelt	53.3%	27.6%	19.1%	550
Walton	44.3%	31.3%	24.4%	533
William H. Taft	42.1%	29.0%	28.9%	665
Bronx	40.1%	41.7%	18.2%	8,528

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*
Bushwick	47.3%	28.0%	24.7%	393
Canarsie	34.7%	55.8%	9.5%	539
Clara Barton	25.8%	68.5%	5.7%	523
East New York	27.6%	62.7%	9.8%	225
Edward R. Murrow	20.6%	76.7%	2.8%	725
Erasmus Hall	46.2%	38.7%	15.1%	556
Franklin D. Roosevelt	27.4%	59.8%	12.8%	767
George W. Wingate	43.1%	40.4%	16.5%	485
James Madison	35.4%	57.2%	7.5%	577
John Dewey	38.6%	56.7%	4.8%	607
Midwood	20.6%	75.9%	3.5%	607
New Utrecht	27.8%	55.8%	16.4%	724
Paul Robeson	35.7%	53.3%	11.1%	244
Prospect Heights	46.6%	32.1%	21.3%	464
Samuel J. Tilden	47.4%	43.1%	9.5%	496
Sheepshead Bay	27.0%	62.7%	10.3%	533
South Shore	30.3%	63.1%	6.6%	667
Thomas Jefferson	47.2%	27.3%	25.4%	417
William H. Maxwell	37.8%	45.6%	16.6%	241
Brooklyn	34.0%	54.6%	11.4%	9,790

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*
Abraham Lincoln	37.3%	47.3%	15.4%	531
Automotive	50.0%	32.7%	17.3%	214
Boys and Girls	27.8%	55.8%	16.4%	724
Brooklyn Technical	29.2%	69.5%	1.3%	1,164
Curtis	24.4%	63.4%	12.2%	418
Eastern District	50.2%	21.4%	28.4%	528
Fort Hamilton	35.3%	48.0%	16.8%	794
George Westinghouse	46.0%	42.6%	11.4%	324
Harry Van Arsdale	44.0%	40.3%	15.8%	273
H. S. of Telecommunication Arts	22.6%	64.9%	12.5%	208
John Jay	50.3%	30.8%	18.9%	636
Lafayette	37.3%	47.5%	15.3%	518
New Dorp	26.7%	56.4%	16.9%	397
Port Richmond	29.0%	63.9%	7.1%	393
Ralph McKee	43.7%	48.4%	7.9%	126
Sarah J. Hale	51.3%	27.5%	21.2%	335
Staten Island Technical	7.8%	92.2%	0.0%	167
Susan Wagner	20.5%	73.0%	6.5%	492
Tottenville	17.5%	74.6%	7.9%	787
William E. Grady	45.3%	47.2%	7.5%	214
BASIS	33.7%	53.5%	12.7%	9,243

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*
Andrew Jackson	39.6%	42.8%	17.6%	444
August Martin	31.8%	59.6%	8.6%	267
Aviation	53.8%	39.6%	6.5%	338
Bayside	28.7%	64.7%	6.6%	529
Beach Channel	42.7%	41.4%	15.9%	447
Benjamin Cardozo	14.6%	81.9%	3.4%	902
Far Rockaway	31.5%	43.5%	25.0%	372
Flushing	35.3%	45.3%	19.4%	453
Forest Hills	23.0%	65.2%	11.9%	858
Francis Lewis	29.6%	59.1%	11.3%	670
Franklin K. Lane	35.3%	39.0%	25.7%	808
Grover Cleveland	24.1%	66.8%	9.1%	561
Hillcrest	40.7%	45.3%	14.0%	643
Jamaica	30.8%	61.0%	8.3%	543
John Adams	36.9%	51.0%	12.2%	559
John Bowne	34.7%	57.6%	7.7%	651
Long Island City	28.1%	54.0%	17.8%	437
Martin Van Buren	27.9%	65.4%	6.7%	555
Newtown	32.7%	52.0%	15.3%	896
Queens Vocational	40.4%	48.0%	11.6%	198
Richmond Hill	30.0%	63.2%	6.8%	456
Springfield Gardens	48.3%	44.3%	7.4%	476
Thomas A. Edison	27.1%	65.9%	6.9%	461
Townsend Harris	2.1%	97.9%	0.0%	237
William C. Bryant	35.4%	57.3%	7.3%	754
Queens	31.7%	56.8%	11.5%	13,515

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*
Bronx Regional	59.1%	26.1%	14.8%	115
Brooklyn College Academy	56.1%	39.4%	4.5%	66
Central Park East	36.5%	63.5%	0.0%	63
City-as-School	58.1%	26.7%	15.2%	480
Concord	55.1%	18.4%	26.5%	98
Hostos-Lincoln Academy	31.5%	67.1%	1.4%	73
H.S. of Redirection	57.5%	7.3%	35.2%	179
International School	40.4%	54.8%	4.8%	104
Lower East Side Prep	40.7%	36.9%	22.4%	214
Metropolitan Corporate Academy	75.0%	0.0%	25.0%	32
Middle College	49.4%	31.2%	19.5%	77
Pacific	70.2%	3.3%	26.4%	121
Park East	54.4%	14.6%	31.1%	103
Phoenix Academy	70.7%	14.3%	15.0%	133
Satellite Academy	42.5%	24.3%	33.2%	268
Street Academy	48.7%	12.8%	38.5%	39
University Heights	71.3%	24.1%	4.6%	108
West Side	71.6%	10.5%	17.9%	190
Alternative High Schools	55.2%	25.1%	19.7%	2,463

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*
Auxiliary Services-Bronx	25.6%	15.9%	58.5%	844
Auxiliary Services-Brooklyn	24.2%	16.8%	59.0%	1,233
Auxiliary Services-Manhattan	25.7%	15.9%	58.3%	1,054
Auxiliary Services-Queens	26.1%	24.0%	49.9%	1,561
Auxiliary Services-Staten Island	33.3%	24.5%	42.1%	261
Bedford-Stuyvesant Outreach	59.0%	14.1%	26.9%	156
Bronx Comprehensive Night School	74.4%	6.4%	19.2%	125
Bronx Outreach Learning Center	66.7%	1.9%	31.5%	108
Brooklyn Comprehensive Night School	91.2%	1.0%	7.8%	193
Bushwick Outreach	57.5%	6.5%	35.9%	153
Career Employment Center	53.4%	15.6%	30.9%	320
Center for Continuing Education	56.5%	20.7%	22.8%	92
Community School for Comp. Educ.	39.1%	8.7%	52.2%	46
GED at Bed.-Stuy. Outreach	N/A	N/A	N/A	0
GED at Brandeis	0.0%	0.0%	100.0%	1
GED at Bronx Outreach	18.9%	40.5%	40.5%	37
GED at Bushwick	61.5%	7.7%	30.8%	13
GED at Bushwick Outreach	100.0%	0.0%	0.0%	1
GED at DeWitt Clinton	28.3%	19.6%	52.2%	46
GED at Lower Manhattan Outreach	52.6%	5.3%	42.1%	19
GED at Monroe	32.0%	24.0%	44.0%	25
GED at Springfield Gardens	N/A	N/A	N/A	0
GED at C. Columbus	27.8%	27.8%	44.4%	36
GED at J. Dewey	26.3%	21.1%	52.6%	19
GED at Erasmus Hall	23.1%	53.8%	23.1%	26
GED at Evander Childs	31.8%	10.6%	57.6%	66

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*
GED at Fort Hamilton	31.6%	15.8%	52.6%	19
GED at W. Irving	27.0%	18.9%	54.1%	37
GED at Island Academy	86.7%	13.3%	0.0%	30
GED at T. Jefferson	66.7%	11.1%	22.2%	9
GED at John Jay	66.7%	0.0%	33.3%	6
GED at J. Madison	6.1%	53.1%	40.8%	49
GED at E.R. Murrow	11.1%	55.6%	33.3%	9
GED at M.L. King	14.0%	11.6%	74.4%	43
GED at Morris	45.5%	18.2%	36.4%	11
GED at Park West	45.2%	9.7%	45.2%	31
GED at Port Richmond	N/A	N/A	N/A	0
GED at Prospect Heights	0.0%	16.7%	83.3%	6
GED at T. Roosevelt	57.1%	39.3%	3.6%	28
GED at Sheepshead Bay	0.0%	100.0%	0.0%	1
GED at S. Gompers	N/A	N/A	N/A	0
GED at S.J. Hale	N/A	N/A	N/A	0
GED at Queens Outreach	12.5%	25.0%	62.5%	8
GED at A.E. Smith	53.8%	0.0%	46.2%	13
GED at A. Stevenson	32.4%	32.4%	35.1%	37
GED at Seward Park	34.0%	7.4%	58.5%	94
GED at W.H. Taft	0.0%	22.2%	77.8%	18
GED at Upper Manhattan Outreach	0.0%	50.0%	50.0%	6
GED at Wingate	33.3%	6.7%	60.0%	30
Ida B. Wells	60.3%	10.3%	29.3%	58
Literacy Academy-Brooklyn	28.9%	0.0%	71.1%	45
Literacy Center-Bronx	57.9%	5.3%	36.8%	19

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.

School Name	*Still-Enrolled*	*Graduates**	*Dropouts*	*Total N*
Lower Manhattan Outreach	57.9%	13.2%	28.9%	76
Manhattan Borough Academy	90.7%	0.0%	9.3%	54
Martha Neilson School	47.0%	6.1%	47.0%	66
N.Y.C. Vocational	49.2%	32.0%	18.8%	309
Offsite Ed. Services-Bronx	44.0%	14.8%	41.1%	209
Offsite Ed. Services-Brooklyn	39.7%	14.5%	45.8%	365
Offsite Ed. Services-Manhattan	36.3%	14.8%	48.9%	438
Offsite Out-of-City (Manhattan)	52.6%	5.3%	42.1%	95
Offsite Ed. Services(Rosewood)	75.0%	25.0%	0.0%	12
Offsite Ed. Services-Queens	42.0%	20.2%	37.8%	193
Offsite Ed. Services (Rikers Island)	95.3%	4.7%	0.0%	295
OffSite Ed. Services-Staten Island	40.0%	18.3%	41.7%	60
Project Blend	60.8%	6.8%	32.4%	74
Project You	45.9%	2.7%	51.4%	37
Queens Outreach	57.5%	8.0%	34.5%	113
Queens Comprehensive Night School	78.5%	1.1%	20.4%	93
Teen Aid H.S.	56.8%	4.5%	38.6%	44
Project Umoja	55.4%	10.7%	33.9%	56
Upper Manhattan Outreach	60.8%	11.1%	28.1%	153
High School Retrieval Programs	39.0%	16.5%	44.5%	9,784

* Does **not** include August, 1994 graduates.

Note: Students are attributed to the last school attended, as of June, 1994.